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ABSTRACT

An evaluation is presented of the Collaborative Consultation Support System Program (CCSSP) which was developed to provide support to public schools in need of assistance. The school in which the program was established consisted of students who were mostly from poor and culturally diverse families. For the purpose of improving instruction, 18 teachers were "paired" to work together. The pairs were comprised of at least one experienced teacher and one probationary teacher. The objectives of the CCSSP were: (1) provide beginning teachers with a strong knowledge base to make them more effective; (2) train selected experienced teachers in a collegial, coaching, supervision/observation process; (3) establish a process of ongoing peer coaching, staff development and support for teachers in the school; (4) develop a cadre of teachers and administrators who can help others apply the teacher effectiveness research; and (5) improve overall student achievement in mathematics and reading. In this report the proposal for the program is outlined and the program rationale is described. An evaluation of the program includes descriptions of program activities and findings obtained from interviews with the participants, surveys that evaluated the program training, and an analysis of student scores on standardized tests.
(JD)

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Evaluation Section Report

John Schoener, Administrator

January 1989

ED304442

THE COLLABORATIVE CONSULTATION
SUPPORT SYSTEM PROGRAM
1987-88

Prepared by the OREA
Instructional Support
Evaluation Unit

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New York City Board of Education
Office of Research, Evaluation, and Assessment
Robert Tobias, Director

SP030984

EVALUATION SUMMARY

BACKGROUND

In the fall of 1987, the superintendent of District 24 introduced the Collaborative Consultation Support System Program (C.C.S.S.P.) into P.S. 19, a Chapter I school designated as a "school in need of assistance" based on the CAR report. The school has 1,700 students from mostly poor and culturally diverse backgrounds and 74 teachers on the instructional staff.

Based on research indicating that on-site, nonevaluative, collegial coaching can improve morale and the quality of teaching, the program was designed as a pilot project that could become a model for replication. It was funded by the Division of Curriculum and Instruction and strongly supported by both the district superintendent and the school principal.

Eighteen teachers, chosen from among volunteers, by the principal in consultation with the School Improvement Committee, were divided into six "triads," one at each of six grade levels, Kindergarten to five. Each triad comprised at least one experienced and one probationary teacher. In addition, the principal "paired" every triad teacher with another, nontriad teacher (referred to as the "paired teacher," or, in the plural, "pairs"), assigning experienced and probationary teachers to each other.

PROGRAM OBJECTIVES

The five objectives of C.C.S.S.P. were the following: provide beginning teachers with a strong knowledge base to make them more effective; train selected experienced teachers in a collegial, coaching, supervision/observation process; establish a process of ongoing peer coaching, staff development, and support for teachers in the school; develop a cadre of teachers and administrators who can help others apply the teacher effectiveness research; and improve overall student achievement in mathematics and reading.

EVALUATION METHODOLOGY

The evaluation of the program, conducted by the Office of Research, Evaluation, and Assessment (OREA), was based on the following data sources:

- Two sets of face-to-face interviews with the triad teachers in December and May;
- Two sets of face-to-face interviews with the pairs, the chapter chairperson, the principal, and the district superintendent in December and May;

- Surveys by the triads that evaluated the workshops in peer coaching at Pace University; and
- Analyses of participating teachers' students' scores on standardized reading and mathematics tests.

FINDINGS

In general, participants responded well to the availability of consultants and to the workshops they attended in September 1987. Most rated the workshop sessions highly, although a few requested that more "specific issues" be discussed. There were few materials handed out and few opportunities for hands-on activities. The triad teachers were confused about the role the university-based consultants were supposed to play in the program. Many felt that the effective teaching research offered by the consultants was not effectively presented.

The December surveys and interviews of both the triad teachers and the pairs revealed a strong element of upbeat anticipation and enthusiasm. A typical comment: "a better chance to try more methods without fear of criticism; a chance to broaden and not stay in a routine." The surveys and interviews in May revealed that, for the most part, the initial optimism was justified. The probationary triad teachers made substantial progress in such areas as knowing how to use the curriculum guides, knowing and using a variety of instructional methods, pacing lessons, and establishing rapport with students. Experienced teachers and paired teachers also assessed the program positively, although a few teachers felt that the pairing "was not very well thought out."

In order to measure the impact of C.C.S.S.P. on the reading and mathematics scores of students in grades three to five, spring 1987 standardized test scores were compared to those from spring 1988. Scores for triad teachers' students and scores for paired teachers' students were considered separately. In reading, students in grades three to five from both groups of teachers made statistically significant and educationally meaningful gains. In addition, for triad teachers' students, there was an overall increase of 3.6 percent of students reading at or above grade level. For the students of pairs, the increase was 12.2 percent.

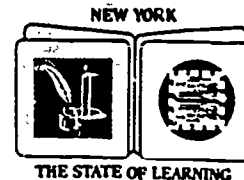
In mathematics, the gains were also noteworthy. Students of both triad teachers and pairs made statistically significant and educationally meaningful gains from 1987 to 1988. For the triad teachers' students, there was an overall increase of 2.7 percent of students performing at or above grade level (lower than the citywide increase of 4.9 percent). For the students of the paired teachers, there was an increase of 6.5 percent of students

performing at or above grade level. This increase was higher than the citywide increase of 4.9 percent for grades three, four, and five.

RECOMMENDATIONS

Based on these findings and other information presented in this report, the following recommendations are made:

- Staff development workshops need to be more than open-ended discussions; they need to be content-rich, hands-on training sessions.
- The role of the paired teachers needs to be further conceptualized and their relationship to the triad teachers reorganized accordingly.
- The nature of participation in C.C.S.S.P. must be clarified. Is it to be voluntary in fact for all participants or only for some?



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

ASSISTANT COMMISSIONER FOR STATEWIDE
SCHOOL REGISTRATION PROGRAMS

February 9, 1989

Dr. John E. Iorio
Community Superintendent
Community School District 24
67-54 80th Street
Middle Village, New York 11379

Dear Dr. Iorio:

Thank you for sharing your Model School Proposal: Collaborative Consultation Support System Program. It is without doubt a program with immense potential to bring about a high degree of teacher professional and effectiveness through staff training; peer interaction, and redesign of the school day. You have brought together the key elements to make teaching and learning the primary mission of the school.

I am impressed with the program and its results. My office will work hard to support the program for further implementation and possibly validation at the State and national levels. Education needs exemplary models, particularly when they are bold and great!

Please keep me informed of your progress regarding on-going support for the program. I will work at my level to seek assistance. Great job; you and staff are to be congratulated.

Cordially,

Bruce H. Crowder

Bruce H. Crowder

cc: Sam Corsi

#1

A COLLABORATIVE CONSULTATION
Instructional Support Model for P.S. 19, District 24

I. PROPOSAL OUTLINE

A. Selecting a coaching model

1. Technical coaching

Technical coaching is most effective for transferring teacher training to classroom application, but it requires a high number of costly classroom observations between consultants and teachers.

2. Challenge coaching

Challenge coaching is effective in solving instructional problems, but usually requires prior experience with one of the other models. Additionally, challenge coaching is usually done by a subset of the staff with high interpersonal and problem solving skills, and not with an entire faculty. Challenge processes start with the identification of a persistent problem or a goal. Coaching is done in a small task groups. Aides, librarians and administrators are frequently included in challenge teams for their special perception, expertise or role in a solution.

3. Collegial coaching (Recommended)

Collegial coaching is most effective for promoting self-initiating, autonomous teacher thought and improving school culture, but it does require the expenditure of funds for staff training. The outcomes the district wants to achieve and the resources it is willing to commit, make this the preferred coaching model. The major goals of collegial coaching are to refine teaching practices, deepen collegiality, increase professional dialogue, and to help teachers to think clearly about their work. The long-range goal is self-coaching for continuous, self-perpetuating improvements in teaching.

Collegial coaching, most often conducted by pairs of teachers, concentrates on areas the observed teacher wishes to learn more about. The observed teacher's priority, rather than an instructional method presented in an inservice workshop, determines the coaching focus. The coach helps the observed teacher to analyze, interpret and enhance the observed teacher's perceptions, thinking and instructional decisions. (Robert J. Garmston, Educational Leadership, Feb. 1987.).

In this approach, teachers can function as professional collegial, where a part of their professional role is to visit the classrooms of their colleagues, and to observe and share with them, in a supportive, informed, and useful way, what they have seen. A collegial consultation program establishes opportunities for intervisitation and the formalization of professional interaction patterns among teachers. Instructional programs are more likely to be effective, as small, trusting groups of compatible colleagues are established and the implementation of new or alternative instructional strategies encouraged (Berman and McGlaughlin, 1978; Little, 1981; Withall and Wood, 1979.).

B. Providing Administrative Support

1. Demonstrating the value

The Superintendent can demonstrate the value he places on collegial coaching by providing resources, structuring coaching teams, acknowledging coaching practices and devoting time in top management staff meetings to topics concerning teacher coaching.

Resources

Released time for teachers to practice collegial coaching skills and hold the required follow-up conferences is an important element in this proposal.

Structure

By structuring coaching teams across grade levels, the administration will enable faculty members to become aware of their common resources and problems. This is an effective strategy for improving schoolwide understanding and climate.

Support

By providing incentives and meetings, teachers will perceive the interest the district places in this project. The principal should plan to make use of faculty meetings to discuss the concepts of collegial coaching.

Provide Training in Coaching

Training in coaching is essential and a critical step in the establishment of an effective collegial coaching program.

2. Scheduling is to be completed by the principal

Time for Collaborative Consultation will be made available to the teachers participating in this project.

Three teachers (1 Music/Language Development, 1 Physical Education and 1 Science) will be assigned.

C. Purpose

1. To improve instruction
2. To enable teachers to interchange with each other
3. To provide feedback to team members
4. To improve student response to instructional processes
5. To improve school climate

D. Basic Assumptions

1. That the improvement of a school's culture must come from within the school itself. Teachers must eventually gain direction of the process by demonstrating a commitment to continuous learning and effective teaching.
2. Initial professional development must be provided by trained university based consultants until the project teachers are sufficiently empowered to design their own areas of study based upon individualized needs. The principal and other supervisors may act as consultants. The activities of the program, however, are not to be formally evaluated by either supervisors or teachers involved. The Central Board of Education will provide an overall evaluation.
3. During released time periods for collaborative consultation, the children of the teachers involved in the coaching process must be provided with educational experiences equal to or better than those that would have been provided by their classroom teachers.
4. The pilot teachers will share their experiences at faculty and grade conferences. District Coordinators will also attend the initial training sessions and faculty conferences to acquire the theoretical and practical applications of instructional strategies utilized in the program. In this way, the positive outcomes of the project can be transferred to other district-wide professional development activities.
5. There must be strong supervisor-teacher commitment to the model.

E. Establish a FOCUS for the project

- I. Concentrate on the following.**
 - A. Planning for Instructional Improvement**
 - a. Pro-Observation Conference**
 - b. Classroom Observation**
 - c. Post-Observation Conference**

B. Teachers will investigate areas of common concern.

F. THE PROPOSAL FOR SYSTEMATIC INSTRUCTIONAL IMPROVEMENT PROJECT.

This document presents a proposal for instituting systematic instructional improvement in Community School District 24 - Public School 19. The plan is targeted for a one-year period. It is based upon several important premises concerning the nature of educational growth and renewal. These include:

1. Adequate time and sustained commitment from district leaders are essential to bringing about lasting change;
2. Building based administrators and teachers must be meaningfully and collaboratively involved for improvement efforts to succeed;
3. Given appropriate instruction and follow-up activities, teaching/learning patterns can be improved.

DESCRIPTION OF TARGET SCHOOL:

P.S. 19 is located in Corona. Its school population of 1,687 students is 94% minority: 80% Hispanic, 10% Asian, 4% Black and 6% non-minority. 19% of these students are limited-English proficient.

The area is characterized by high-density, low-income housing, and retail/wholesale business establishments. P.S. 19 is designated a Chapter I school and as a school "in need of assistance" based on the State Education Department's Comprehensive Assessment Report. Therefore, it may be concluded that the school serves a highly disadvantaged student population.

During the 1986-87 school year, more than 12% of the School population was admitted from foreign countries; 50% had less than the number of years of schooling expected in relation to chronological age and others had never attended school. There are indications that this year's student enrollment data will evidence similar characteristics.

The school has three assistant principals and a large teaching staff of 74 regular classroom teachers, 14 cluster teachers, one library teacher, two Corrective Reading teachers, two Corrective Mathematics teachers, four English as a Second Language (ESL) teachers, one Bilingual Resource teacher and three Special Education teachers. The Bilingual Resource teacher provides one-hour of English as a Second Language instruction for parents on a daily basis. One guidance counselor also is employed.

NEEDS: The following identified needs will be addressed in this proposal:

a. Need for Improved Student Performance/Staff Development Training for Teachers

1. to improve the academic achievement of students in grades 2-5, and
2. to improve the classroom management and teaching skills of beginning and experienced teachers.

Needs Assessment Questionnaire data collected as part of the Comprehensive School Improvement Planning (CSIP) process indicated the need for a staff development program designed to increase teacher effectiveness.

Specifically, staff development training must be provided for beginning and experienced teachers to enable them to accommodate the diverse needs of P.S. 19's student population.

Furthermore, the number of beginning teachers assigned to P.S. 19 has increased dramatically. Of the 74 regular classroom teachers on staff, 16 are probationary and 15 are substitutes with little or no prior experience. If these teachers are to function effectively in their classrooms, they must be provided with training that meets their needs.

Toward that goal, this program focuses upon improving students' academic achievement and increasing teacher effectiveness through collegial coaching.

PROGRAM RATIONALE/DESCRIPTION:

The major goals of collegial coaching as described by Garmston (1987) are to refine teaching practices, deepen collegiality, increase professional dialogue, and to help teachers to think more deeply about their work...The long-range goal is self-coaching for continuous, self-perpetuating improvements in teaching...Collegial coaching concentrates on areas the observed teacher wishes to learn more about. The observed teacher's priority, rather than an instructional method presented in an in-service workshop, determines the coaching focus...The coach helps the observed (teacher) to analyze, interpret and enhance (his or her) perceptions, thinking and instructional decisions (p. 20).

District 24's Collaborative Consultation Instructional Support Model at P.S. 19 includes forming a triad of teachers at each of four grade levels, 2-5, who will participate in collegial coaching.

By structuring coaching teams across grade levels, the administration enables faculty members to become aware of their common resources and problems. This is an effective strategy for improving schoolwide understanding and climate. Training in coaching is essential and a critical step in the establishment of an effective collegial coaching program.

Three teachers at each grade level will be chosen from those who volunteer for the program. This will be done by the principal in consultation with the School Improvement Committee. Each triad will contain at least one accomplished teacher.

The triad teachers involved in the coaching process will be relieved three periods a week at the same time to plan, coach, and analyze their classroom lessons. In order to make this time available and ensure the quality of instruction for their children, three resource teachers will be employed to cover the triad teachers for six periods each in the following areas: science, physical education, and music/language development. The total teacher program will entail 4 triads (grades 2-5) for a total of twenty-four periods.

The teachers in each triad will be paralleled so that they meet on a common period.

Triad activities consist of the following:

- 1. Planning Conferences - 1 period**
- 2. Coaching - 1 period**
- 3. Analysis - 1 period**
- 4. Triad Cluster - 3 periods**

During the additional three periods, the triad teachers will be assigned according to their needs and abilities to a non-triad teacher. If a triad teacher is an experienced teacher, he or she will be designated to assist a probationary teacher. If a triad teacher is a probationary teacher, he or she will be assigned to an experienced teacher. The principal will make these assignments.

Initial training activities will take place in September, 1987 for the principal, assistant principal, district liaison and staff, and triad teachers. This training will be provided by consultants.

The selected triad teachers will be asked to place into practice that which they have learned. Each of the teacher teams will receive "one to one" monitoring up to three times a year. Time will also be provided for the consultants to assist the teachers in curriculum development activities.

The teachers will keep a log describing their efforts and reflections about the process. During the two weeks after the initial workshop, the teachers will discuss strategies for applying their newly acquired research information. During the third and fourth weeks, they will conduct collegial observations to assist one another in applying the techniques in their classroom work. In the fifth week, the observed teacher will have a post-conference with his or her observers in order to receive feedback about perceived success, problems and further necessary adaptations. Consultants will build upon work accomplished through the end of the sixth week by holding conferences at the end of the school day to monitor progress and expand the participants' knowledge about the research. The process then will begin again with the implementing teacher becoming an observer for one of the other triad teachers.

PROJECT GOALS

The proposed project has as its principle goals:

- 1. To provide professional staff members with a strong knowledge base in the areas of school and teacher effectiveness.**

2. To train appropriate staff members in a collegial coaching supervision/observation process consistent with principles of leadership and instructional behavior.
3. To establish a process of ongoing collegial coaching, staff development, and support for teachers in P.S. 19 to develop competencies in collegial observation and feedback processes. (beginning with an initial project core group).
4. To improve teaching and learning in the participants' classrooms, grades 2-5.
5. To develop a cadre of teachers and administrators at P.S. 19 who can help others apply the teacher effectiveness research.
6. To improve overall student achievement in mathematics, grades 2-5.
7. To improve overall student achievement in reading, grades 2-5.
8. To improve overall student achievement in writing, grades 2-5.
9. To improve teacher effectiveness by providing staff development training in collegial coaching that will enable them to meet the needs of target population students.

STUDENT OUTCOMES

1. By the conclusion of the project year, 50% of the 720 children in grades 2-5 participating in the Collaborative Consultation-Instructional Support Model at P.S. 19 will have improved in reading by three (3) normal curve equivalents (NCEs) as measured by a comparison of pre and post-test scores on Metropolitan Achievement Test (MAT) in Reading, grade 2, and the Degrees of Reading Power (DRP) test, grades 3, 4 and 5.
2. By the conclusion of the project year, 50% of the 720 children in grades 2-5 participating in the Collaborative Consultation-Instructional Support Model at P.S. 19 will have improved in mathematics by three (3) normal curve equivalents (NCEs) as measured by a comparison of pre and post-test scores on the Pupil Evaluation Program (PEP) Test, grade 3, and the Metropolitan Achievement Test in Mathematics, grades 2, 3, 4 and 5.

3. By the conclusion of the project year, 50% of the children in grades 5 participating in the Collaborative Consultation-Instructional Support Model at P.S. 19 will have improved in writing by three (3) normal curve equivalents (NCEs) as measured by a comparison of pre and post-test scores on the Pupil Competency Test (PCT) in Writing.

In order to achieve these goals and objectives several major activities will be undertaken. These are listed below with general time frames suggested where applicable. Detailed planning would occur upon acceptance of the general project plan.

MAJOR ACTIVITIES

1. Status assessment and specific project planning with the Superintendent and Consultant. (Followed by discussions with the building principal and assistant principal and twelve teachers).
2. Staff development training (See attached schedule of proposed topics.).
3. Supervision/observation process training for the selected teacher-partners at school site (e.g. workshops, guided practice, monitoring and feedback activities). The selected teacher teams will be presented with the theoretical and conceptual understandings necessary to develop a sound cognitive framework of effective teaching practices. They would also engage in simulation activities aimed at applying the framework. A plan for monitoring the classroom application of their learning will be developed. An expansion of the program to include additional members of the staff will be planned in subsequent years.
4. Select teachers and administrators will reflect on theoretical understandings. They also will be encouraged to bring their intuitive insights, gained from experience, to deal with "situations of uncertainty, instability, uniqueness, and value conflict" (Schon, 1983).

To continue to grow dimensionally in these three interacting areas of understanding -- intuition, experience, and theory -- it is necessary that teachers reflect on, and analyze, the nature of significant aspects of instructional strategies. In so doing, they can create their own theories of instruction from conceptualizations of studied events. While these theories are not formulated as a result of empirical inquiry, they are described by Sergiovanni (1986) as metaphors of professional intelligence which augment those derived from scientific investigation in order to aid teachers in constructing "their own unique accounts of changing situations". During this process of analyzation,

intuitive capacities are strengthened as a result of reasoned examinations of new teaching experiences.

In effect, a research of practice in context (Schon: 1983) is being conducted to fill gaps in knowledge not yet explored in discrete situations by the rigors required of scientific research.

EVALUATION

Formative evaluation of the Collaborative Consultation-Instructional Support Model for P.S. 19 will be conducted by consultants, school supervisors and teachers participating in the project throughout the school year.

Summative evaluation of the Collaborative Consultation-Instructional Support Model for P.S. 19 will be conducted by the Office of Educational Assessment (OEA), New York City Board of Education.

COSTS

Personnel: Three teachers

\$100,000 (Approximate
cost)

II. SOURCES

- A. Bellon, J and E. Bellon, Classroom Supervision and Instructional Improvement A Synergetic Process.
- B. Bruce Joyce and Beverly Showers
- C. Robert J. Garmston
- D. McGreal, Thomas L. Successful Teacher Evaluation, Alexandria, Va: ASCD, 1983
- E. Florida Performance Measurement System
- F. Wise, A.E. Darling-Hammond, McLaughlin, Bernstein. Teacher Evaluation Eric Ed 246 559
- G. Donald Schon. The Reflective Practitioner. Basic Books, New York 1983
- H. Thomas A. Sergiovanni. "Understanding Reflective Practice," Journal of Curriculum and Supervision, Alexandria, Va. ASCD 1986

Schedule for District 24
Collaborative Consultation Support System Training
September 10, and 11, 1987

September 10, District 24 site

- Determining Areas of Growth
(developing team directions)
- Articulating and Sharing an Educational Platform - "Here I/We Stand"
(developing team "spirit")
- The role of the colleague/coach
(developing team interaction skills)
- Ways of looking at Curriculum/teaching
(developing team skills)
e.g. Krathwohl (affective)
Joyce - Models of Teaching
Guilford - A Model of Intellect
Bloom - The Taxonomy: Cognitive Domain
Tyler - Curriculum Development
- The team schedule of events
(developing a team plan)
 - plan
 - observe
 - analyse

September 11, on campus

- Film - Where Have All the Teachers Gone?
- "Critically Thinking My Teaching" - Vallone
- Team Planning including needs assessment techniques

Tentative Schedule for Collaborative Consultation Support System Training, October, 1987 through June, 1988

10 sessions, 2 in October, 1 per month thereafter (in District 24 site)

Training materials:

Daniel L. Duke, School Leadership and Instructional Improvement, 1987.

Bruce Joyce, Improving America's Schools, 1986.

BOCES Southern Westchester Instructional Services Division,
Building Effective Strategies for Teaching (BEST) a manual
based on the work of Madeline Hunter, 1987.

Overview

The topics selected are drawn from the effective teaching research (a summary of findings follows) and Madeline Hunter's synthesis of the research for pedagogical purposes as outlined in the Essential Elements of Instruction (following).

Topics

Topics 1 - 4 treat the 4 essential elements of instruction. The remaining topics are elaborations of topics 1 - 4.

- 1) Understanding Formative and Summative Tests (Select learning at correct level of difficulty and complexity).
- 2) Defining goals and objectives using taxonomies (Teach to the intended objective).
- 3) Methods of obtaining feedback on student learning (Monitor learning and adjust teaching).
- 4) Learning theory in the classroom (Use principles of learning).

- 5) Behavior modification and classroom management.
- 6) Making learning active instead of passive.
- 7) Teaching critical thinking skills across the curriculum.
- 8) Teaching values and attitudes.
- 9) Involving parents in student learning.
- 10) Facilitating retention of school learnings over the summer.

These topics may be altered if the school faculty requests assistance on other topics. The dates for the sessions will be established in September, 1987. Work session will also review coaching strategies and consider reactions of participating teachers.

The consultants who will serve as program resources people are:

Dr. David Avdul, Professor of Education and Dean of the School of Education, Pace University

Dr. David Bickimer, Professor of Education, Pace University

Dr. Carol Keyes, Assistant Professor of Early Childhood Education, Pace University

Dr. Rodney Muth, Associate Professor of Education, Fordham University

Dr. John B. Poster, Professor of Education, Pace University

Dr. Nina Wasserman, Associate Professor of Psychology, Hofstra University

Dr. Mark Weinstein, Associate Professor of Education, Hunter College

Dr. Gerald Vallone, Professor of Philosophy, Pace University

ESSENTIAL ELEMENTS OF INSTRUCTION

select learning at correct level of difficulty and complexity

- Set Objective
- Clarify Objective
- Brainstorm and list activities
 - *Impeach what they know
 - *Teach what they don't know
- Sequence skills and activities
 - *Dependent
 - *Independent
- Design diagnostic activity to be sure input was successful

Teach to the intended objective

- Give information based on task analysis
- Design activities based on task analysis
- Ask questions of ourselves and learners to make sure we're reaching objective
- Respond to efforts of learner

Monitor learning and adjust teaching

- Use active participation
- Elicit relevant student behavior (overt)
- Check the behavior
- Interpret behavior and judge its quality
- Act on behavior
 - *Move on
 - *Practice
 - *Reteach
 - *Stop

Use principles of learning

- Active participation
- Anticipatory set (focus)
- Motivation
- Reinforcement
- Retention
- Transfer
- Closure

STATE UNIVERSITY COLLEGE AT BUFFALO
Exceptional Children Education Department

EFFECTIVE TEACHERS: RESEARCH FINDINGS

The following are brief statements synthesizing the combined research findings on effective teachers.

RESEARCH HAS SHOWN THAT EFFECTIVE TEACHERS:

1. Believe that their students can learn; have high expectations for student performance and believe that teachers' efforts do achieve results.
2. Manage their classrooms in a very orderly fashion, have clear routines and structure activities and materials carefully.
3. Use direct instruction as the basic approach, maintaining a brisk pace and high rate of progress through the curriculum.
4. Teach in small steps, requiring mastery of at least 80% before moving on to succeeding levels. Questions are asked to check for understanding.
5. Provide ample opportunity for successful practice (80% or higher) while monitoring student achievement by questioning, periodic evaluation and short personal contacts during seatwork.
6. Provide immediate feedback (including reinforcement, prompts) for both correct responses and errors, (versus just "telling" the answers).
7. Use many examples and redundant explanations when introducing new material.
8. Ensure great amount of engaged student learning time because students are actively involved in the classroom.
9. Manage classroom behavior by rehearsing with students the behaviors which matched stated expectations and by determining quickly what the behavior problem was and how to effectively deal with it.
10. Maintain classroom climate which has strong academic emphasis and is orderly. Discipline is expected and students feel accepted by the teacher. During class time, no off-task socialization is allowed either for students or teacher.

Summarized by:

Dr. M.K. Sacca

Empowerment: Engendering Collegial Environments for Teachers and Supervisors

DR. JOHN E. IORIO

Community Superintendent
Community School District 24
Queens, New York

The following was delivered as an address to the Western New York Principal's Center Summer Institute for Principals in Buffalo, New York, in July, 1987.

Anyone who positively addresses the topic of teacher empowerment should offer a defensible plan of action. This plan should be derived both from experience and theoretical understandings gained from research and the literature on how this process and the corollary process of supervisory empowerment should proceed. I do not believe it possible to separate both concerns if our profession is to achieve truly professional status.

In light of the present national debates on educational professionalization, the ideas that I share with you today are offered with full knowledge that they will not receive total acceptance by various constituencies inside and outside of the educational community. In fact, those who envision schools without supervisors may have already stopped listening after my opening remarks.

However, if we are truly committed to having Education recognized as a "major" profession as Donald Schon (1982:23) points out in *The Reflective Practitioner* and not continue to be regarded as one of "minor" status, then it is our responsibility to continue to develop a dialogue of ideas so that we will eventually achieve our common purpose.

As Lortie (1986) states, "major alterations in the basic structure of the public schools come slowly" (p. 572). This is so because the theoretical foundations of educational practice are found primarily in the behavioral sciences of psychology, sociology and organizational management which do not lend themselves to predictable states of constancy such as those derived from experimentation in the disciplines of mathematics and science.

We must, therefore, visibly demonstrate to the general public, who hold the purse-strings to our eventual success, that we are capable of creating structures within our schools, and promulgating central policy, which can effectively deal with various situational problems of effective instruction and interpersonal relationships associated with

teaching and supervision. We must prove that our efforts will move toward maximizing the process of education for our children in terms of their intellectual, social, emotional, physical and moral development.

Only through an evolutionary process based on reasoned examination of proposed and demonstrated school restructuring designs, coupled with immediate central institutional policy concerning the selection and training of supervisors, can we hope to move in the direction of "major" professional recognition.

Defining Empowerment

As a working definition of empowerment that can be applied equally both to teachers and supervisors, I will use Garmin's conceptual understanding of the term and theoretically operationalize its meaning by offering a practical model for teacher empowerment and one for supervisor empowerment. It is intended that the two be viewed as a unified attempt at collegial collaboration in order to improve the educational process and, thus, bring us closer to the professional status we all desire.

In the course of this discussion, I also hope to dispel some "manufactured truths" being espoused about the nature of schools and how they should be governed. As long as these distortions of reality persist, they stand in the way of meaningful collegial and collaborative cooperation on the part of teachers and supervisors.

"Empowerment," according to Garmin (1986)

means helping people to take charge of their lives, inspiring people to develop feelings of self-worth and a willingness to be self-critical and reflective about their actions. Moreover, personal empowerment is the essential ingredient for a professional orientation. Without a feeling of responsibility for the profession and the sense of importance of empowerment, the educator becomes a kind of civil servant in a larger community (2-13).

Before examining a model of teacher empowerment, first let us put aside the general myth that teachers work in factory-like conditions. I quote from a *New York Times* column written by Albert

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Shanker (1985), that they are "low man on the totem pole...without power...and with little chance to exercise creativity or intelligence" (E9).

A recent comparison study of changes in teacher attitudes from 1964 to 1984 was conducted in the Dade County Schools of Florida. Dade County was selected because it was a "better-than-average setting for ascertaining the attitudes of teachers with various regional and cultural origins" (Kortkamp, Provenzo & Cohn, 1986, p. 560).

The study showed that 87.7% of the teachers sampled indicated that their principals gave them freedom to do a good job. This was an increase of 7.1% since 1964. This statistic probably reflects the democratic forms of supervision that Sergiovanni and Staratt (1983:1-6) report have been practiced by the vast majority of supervisors for more than two decades.

An examination of the leadership styles of most principals will show that direction, consultation, delegation, participation and negotiation are part of an integrated approach to school supervision (Iorio, 1986:329-332).

The problem with empowering teachers, however, does not center around their freedom to express creativity and intelligence in classroom teaching, but with their lack of opportunity to interact with their peers in collegial relationships in order to cooperatively examine effective teaching practices that can be transferred to the classroom.

As Alfonso (1977) points out, "teachers for generations have maintained a colossal and almost studied ignorance about the classroom behavior of their peers" (p.595). With extended knowledge gained from a commitment to personal, life-long professional development and collegial interaction, teachers can become meaningfully empowered to arrive at reasoned, autonomous decisions pertaining to those strategies of instruction intended to achieve the purposes of their teaching.

The two major problems associated with setting up effective school structures for empowering teachers are the securement of resources and assuring quality instruction for students during released-time coaching periods for teachers. This translates, naturally, into dollars and cents. Before the general public will be willing to make heavy financial commitments to such projects, we must convince them that our empowering structures will be directly related to significant improvement of instruction and learning. Therefore, we must experiment with a variety of approaches that will eventually identify those formats which will significantly improve the process of education.

A Model For Teacher Empowerment

A design that we are proposing to be piloted in

one of our district's elementary schools is based on the following premises:

1. That the improvement of school's culture must come from within the school itself. Teachers must eventually gain direction of the process by demonstrating a commitment to continuous learning and effective teaching.
2. Initial professional development must be provided by trained university based consultants until the project teachers are sufficiently empowered to design their own areas of study based upon individualized needs. The principal and other supervisors may act as consultants. The activities of the program, however, are not to be formally evaluated by either supervisors or teachers involved. The Central Board of Education will provide an overall evaluation.
3. During released time periods for collaborative consultation, the children of the teachers involved in the coaching process must be provided with educational experiences equal to or better than those that would have been provided by their classroom teachers.
4. The pilot teachers will share their experiences at faculty and grade conferences. District Coordinators will also attend the initial training sessions and faculty conferences to acquire the theoretical and practical applications of instructional strategies utilized in the program. In this way, the positive outcomes of the project can be transferred to other district-wide professional development activities.
5. There must be strong supervisor-teacher commitment to the model.

District 24's Collaborative Consultation Support System includes forming a triad of teachers at each grade level who will be involved in collegial coaching. Three teachers at each grade level will be chosen from those who volunteer for the program. This will be done by the principal in consultation with the School Improvement Committee. Each triad will contain at least one accomplished teacher. The major goals of collegial coaching as described by Garmston (1987)

are to refine teaching practices, deepen collegiality, increase professional dialogue, and to help teachers to think more deeply about their work...The long-range goal is self-coaching for continuous, self-perpetuating improvements in teaching...Collegial coaching concentrates on areas the observed teacher wishes to learn more about. The observed teacher's priority, rather than an instructional method presented in an in-

service workshop, determines the coaching focus. . . The coach helps the observed (teacher) to analyze, interpret and enhance (his or her) perceptions, thinking and instructional decisions. (p. 20).

The triad teachers involved in the coaching process will be relieved three periods a week at the same time to plan, observe and analyze their classroom lessons. In order to make this time available and ensure the quality of instruction for their children, three resource teachers in the areas of music, physical education and science, will instruct their classes two periods a week in each subject area. During the additional three periods, the triad teachers will be assigned according to their needs and abilities to a non-triad teacher. If a triad teacher is an experienced teacher, the or she will be designated to assist a probationary teacher. If a triad teacher is a probationary teacher, he or she will be assigned to an experienced teacher. The principal will make these assignments.

Staff Development Activities

By structuring coaching teams across grade levels, the administration enables faculty members to become aware of their common resources and problems. This is an effective strategy for improving schoolwide understanding and climate. Training in coaching is essential and a critical step in the establishment of an effective collegial coaching program.

Initial activities are to take place during the initial staff development days for the principal, assistant principal, district liaison and triad teachers. At the beginning of the school year, there will be sequential activities in school and teacher effectiveness for all professional staff. Training will be provided by consultants and workshop participants.

The supervision and observation process training for the selected teacher triad partners will occur at the school site. Training will take place in workshops, through guided practice, monitoring and feedback activities. The selected teacher teams will be presented with the theoretical and conceptual understandings necessary to develop a sound cognitive framework. They will also engage in simulation activities aimed at applying the framework. A plan will be developed for monitoring the classroom application of their learning.

In addition to reflecting on theoretical understandings, they will also be encouraged to bring their intuitive insights gained from experience to deal with, as Schon (1983) points out, "situations of uncertainty, instability, uniqueness, and value conflict" (p. 50).

We cannot, however, expect teachers to rely solely upon limited acts of creative intuition or past experience to extend knowledge. Nor can we

depend exclusively on a given set of scientifically demonstrated theoretical prescriptions that might not be operable in new and different contexts.

To continue to grow dimensionally in these three interacting areas of understanding — intuition, experience and theory — it is necessary that teachers reflect upon and analyze the nature of significant aspects of instructional strategies. In doing so, they can create their own theories of instruction from conceptualizations of studied events. While these theories are not formulated as a result of empirical inquiry, they are described by Sergiovanni (1986) as metaphors of professional intelligence which augment those derived from scientific investigation in order to aid teachers in constructing "their own unique accounts of changing situations" (pp. 354-355). During this process of analysis, intuitive capacities are strengthened as a result of reasoned examinations of new teaching experiences.

In effect, a research of practice in context (Schon: 65) is being conducted to fill gaps in knowledge not yet explored in discrete situations by using rigorous methods of scientific research.

The selected triad teachers will be asked to place into practice that which they have learned. Each of the teacher teams will receive "one to one" monitoring up to three times a year. Time will also be provided for the consultants to assist the teachers in curriculum development activities. The teachers are to keep a log describing their efforts and reflections about the process. During the two weeks after the initial workshop, the teachers will discuss strategies for applying their newly acquired research information. During the third and fourth weeks, they will conduct collegial observations to assist one another in applying the techniques in their classroom work. In the fifth week, the observed teacher will have a post-conference with his or her observers in order to receive feedback about perceived success, problems and further necessary adaptations.

Consultants will build upon work accomplished through the end of the sixth week by holding conferences at the end of the school day to monitor progress and expand the participants' knowledge about the research. The process then will begin again with the implementing teacher becoming an observer for one of the other triad teachers.

An expansion of the program to include additional members of the staff will be planned in subsequent years. It should be possible to determine the educational impact upon the school within three years. A formal evaluation will be conducted by the Central Board of Education to determine if the model is suitable for continuation and replication.

Empowering Principals And Supervisors

Let us dispel another "manufactured truth" about

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schools should be governed. New Jersey's proposed plan to drop teaching experience as a certification requirement for attaining a principalship while, simultaneously, requiring a master's degree in the area of management science either in educational, business or public administration, contradicts all effective schools research supporting the principal as instructional leader.

This attempt to create a model of "technical rationality" views professional activity as instrumental problem solving made rigorous by the application of scientific theory and technique. It contradicts the very nature and artistry of our profession that requires us to deal, in actual practice, with those situations previously mentioned of complexity, instability, uncertainty, uniqueness and value conflict, as well as the technical, instructional aspects of our profession *per se*.

The problems of our profession do not normally fit a rigid, linear, positivistic approach to solution. We deal with human behavior, not microbes, and do not apply statutory guidelines to regulate most of the day-to-day human problems and solutions that we are called upon to deal with in humanistic terms.

Do we really expect teachers to respect supervisors who have not emerged from their ranks and do not understand the scientific and artistic nature of teaching that one can only gain through experience and study? The question does not really call for an answer.

This said, however, what responsibility do we, as supervisors have to teachers in order to ensure their respect? I propose that the answer lies in the selection and training of supervisors who will be committed to a life-long scholarly pursuit of professional knowledge and collegial understanding related to supervision and teaching.

In this respect, I believe that we have much to learn from the continuous learning requirements of Japanese organizations that carefully structure career paths for their employees. In addition to encouraging and supporting independent learning, and practicing on-the-job collaborative support, personnel at all levels are required to attend more formal courses and seminars. For example, the Mitsubishi Heavy Industries management courses are designed for Basic Management, Middle Management, Advanced Management and Executive Development. They provide an opportunity for management-oriented employees to become familiar with aspects of all specializations found within the organization.

As Saint (1982), however, reports, the emphasis "is on generalized knowledge and skills. Although it is realized that specialization has its values," the Japanese believe "That the advantages of generalization outweigh those of specialization. Those who have had work experience in many

different aspects of their company's operations are better prepared to coordinate work with other departments and to participate in teamwork. The essence of management, they believe, is teamwork" (p. 82).

Basically, we can learn from the Japanese what we already know. That is, experience must be respected as a valuable companion to learning and understanding.

With what I have said in mind, I offer the following model for the selection and training of supervisors:

1. There should be a requirement of at least eight years of teaching experience before being able to apply for an assistant principalship or supervisory role leading to a principalship. This is the time generally considered necessary to become an accomplished teacher. During this period, one can fully experience and understand the art and science of teaching, gain a working knowledge of all the specialized areas of teaching and related support services, and be able, from first-hand experience to understand the problems of teachers. A candidate's accomplishments, professional behavior, academic background and independent learning interests can also be evaluated with some certainty of life-long commitments.
2. There should be a requirement of at least five years of supervisory experience before being able to apply for a principalship. During this time, a candidate's leadership ability, knowledge of specialized areas of teaching, innovative curriculum contributions, management skills and commitment to life-long learning can be further evidenced.

In effect, I am saying that it should take at least thirteen years before one attains a principalship. Will this hold back those who make effective principals in a shorter time? The answer, we know, is "Yes." However, on balance, when we consider the needs of the system as a whole, the overall quality of leadership will improve greatly. These requirements of years of experience will also give credibility to the seriousness of our intentions to make us a "major" profession.

As for the training of supervisors, in addition to encouraging formal academic coursework and independent study, we must require ongoing attendance at after-school professional development seminars to broaden the understandings of a profession that is constantly considering new ideas and changes. The needs of each school system would determine the nature of courses to be provided.

For example, consider some topics of study that could generally be accepted as important to supervisory practice: Student and Adult Learning Styles, Scientific and Artistic Formal Observation Reporting, Clinical Examination of Videotaped Lessons, Thinking Skills Programs, an adaptive Orton-Gillingham Approach for Teaching Disabled Readers, Gifted Education, Mastery Learning, Alternative Education Models, Leadership Styles, Initiating Change and Maintaining Structures in Effective Schools, and Collegial Coaching.

In addition to encouraging participation in principal centers, I want to share with you a recent personal experience that has led me to plan for principal networking within our district. After serving as principal for eleven years, I became acting superintendent of our district in April. After visiting the district's schools, I realized that I never really knew the problems nor fully appreciated the creativity and professionalism of the men and women I sat with at principals' conferences over the years. They, like so many teachers, worked hard at developing meaningful school-wide programs that greatly enhanced the instructional climate of their buildings. However laudable and noteworthy these programs, they went generally unextolled and, unfortunately, unreplicated. Their impact on the educative process, potentially a strong one, was by and large confined to their own schools.

Next year, we will set up a schedule which will enable them to meet one day a month in small groups at a colleague's school to tour the building and discuss problems of mutual concern. I believe that, in addition to learning from one another, they will gain a sense of collective professional pride.

Conclusion

The teacher and supervisory models for empowerment that I have presented today are intended to engender a collegial and collaborative environment for teachers and supervisors to practice their profession. Hopefully, through collective dedication of purpose and demonstration of effective teaching and supervision, we will some day be recognized as a "major" profession by the general public. This recognition is not only important for the nature of teaching, but will also determine the excellence of education that we owe all our children.

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